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ABSTRACT

This study, part of a larger research project on political socialization in Europe, examines the role of educational materials in informing individuals in the Netherlands about the political system of the European Community. The report covers five topics: (1) educational materials; (2) educational materials in an ends-means model of formal teaching and learning situations; (3) materials for education about Europe in the Netherlands; (4) suggestions; and (5) summary. A 67-item list of references is provided as are three appendices which include listings of educational materials for primary and secondary schools in such categories as textbooks, teacher manuals, audiovisual aids, games, and computer software. (DB)

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MATERIALS
FOR
EDUCATION ABOUT EUROPE

RESEARCH AND THEORY

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MATERIALS
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RESEARCH AND THEORY

HENK DEKKER

PAPER

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O INTRODUCTION

Amazement about the low percentage (50.5%) of voters in the election for the European Parliament in the Netherlands in 1984 has activated the curiosity about how people acquire knowledge, attitudes and behavioral patterns with respect to the European Community.

Three years ago we started a research project called 'Education about Europe'. In this project answers are and will be sought to the following questions:

- what knowledge, insights, opinions, skills, attitudes, behavioral intentions and behavioral patterns with respect to the political system of the European Community do individuals in the Netherlands have at a given point in time?
- what are the relationships between these cognitions, attitudes, behavioral intentions, behavioral patterns and personal and social characteristics of these individuals?
- how do people acquire these cognitions, attitudes, behavioral intentions and behavioral patterns?
- due to the influences of what agencies do people acquire these cognitions and so forth?

In our studies, individuals and groups (in the Netherlands) are the focus of research. Especially young individuals and groups of youngsters.

The goal of our European political socialization research at micro- and meso-level is to find an answer to the question: When, how, and as a result of who and/or what do people with which personal and social characteristics acquire what European political knowledge, insights, opinions, skills, attitudes, behavioral intentions and behavioral patterns, related to which political system of the European Community? An order on the results of research, carried out, has been imposed by us through an 'interactive theory of political socialization' (Dekker, 1988). This theory steers our actual research as well. The central component in this theory is individual being socialized. The second component are the agencies of socialization and within these agencies the various socializers. The third component is the dominant sub-system of the society, divided into a dominant sub-system which is in power and a dominant sub-system which is in the opposition. The final component comprises the peripheral sub-systems of the society. The relationships among and inside these four components are expected to be influence-relationships.

What inspires our research is concern about the effects of European political socialization, as far as known until now, related to democracy. We hope to provide information which can be used by political educators, public information officers, dispensers of political information on television and radio, movies and newspapers, teachers and politicians

to supplement or correct the political socialization which has already taken place. We expect that the degree of political democracy in the European Community will be greater to the extent that the European political structures are more democratic and to the extent that the population has more knowledge of, insights into, has opinions about more European political issues, has a stronger feeling of European political efficacy, has a stronger party identification, is more willing to vote, and does vote more in elections (for the European Parliament).

In this contribution, materials for education about "Europe" (in the Netherlands) are object of study.

In the first place I want to examine educational materials in general. I will attempt to provide answers to the following questions: what are educational materials, how can educational materials be classified, who are the producers and distributors of educational materials, which organization takes care of the registration of educational materials, who carries out systematic analysis of educational materials, by which process do teachers choose their educational materials, how are educational materials actually used in formal teaching and learning situations?

Secondly I want to examine the role of educational materials in formal teaching and learning situations.

Thirdly I will attempt to provide answers to the following questions: what materials for education about "Europe" are presently available, who produces, distributes and registers these materials, and what is the quality of these materials?

Fourthly I would like to offer a few suggestions for how materials for education about "Europe" might be developed. The following questions provide the framework for these suggestions: what type of materials for education about "Europe" are the most suitable, what criteria should be met by these materials, what would be the best way to develop these materials, and by whom should materials for education about "Europe" be developed, produced, distributed, registered, and analyzed?

1. EDUCATIONAL MATERIALS.

1.1 Identification.

In literature and discussions, various different concepts are employed to circumscribe what is being examined : materials for learning, learning aids, teaching aids, didactic aids, auxiliary materials, educational media, and so forth.

I prefer the term "materials which aid teaching and learning" or "educational materials" for short.

My arguments are the following. The concept "aid" (teaching and learning) can be used to refer to more components of a formal teaching and learning situation than textbooks and so forth alone, selected teaching techniques, for example. The term "media" is confusing because it may be thought to refer to audio-visual media alone. It could be argued that in the case of "materials for learning" that the area being covered by the concept is restricted to materials targeted at cognitive goals exclusively.

The term "educational materials" leaves open what category of goals are being aimed at, and what the precise nature of those materials is (and that is desirable). On the other hand what is being specified is that these are materials which are being called upon to aid in the realization of certain goals. The adjective "educational" indicates that they are located in educational situations: that is, situations in which two processes are unfolding, both of which exert a marked influence upon the other. These two processes are teaching and learning, the acquisition of knowledge, opinions, attitudes, skills, behavioral intentions and behavioral patterns.

In this contribution, the term "educational materials" is taken to mean the materials used by or intended to be used by students in a formal teaching and learning situation as a means of achieving the goals of that situation.

1.2 Classification.

Various authors have attempted to classify educational materials. Criteria for these classifications have been: of a verbal-symbolic or an illustrative nature; of a conventional or technological nature, use within or outside the classroom. These classifications display a number of shortages. The most suitable classification in my opinion is one which is based on the criterium of what categories of goals can be strived towards with the help of the educational materials. Problems can also arise, however, when this criterium is applied. A blackboard, for example, can be used for more than one category of goals, depending upon what is written on it (subject matter) or what is done with it (teaching strategy). Applications of the criteria "subject matter" and "teaching strategies" also engender serious problems in building up a classification. For the time being we will have to be satisfied with a categorization based on more than one criteria.

The first suggested criterium is whether the material is meant to be "received" or to be "transmitted", is its primary aim "receptive" or "expressive". This criterium is important because I assume that individuals do not only learn by functioning as a receptacle of information, but primarily by active gathering information, assimilating it, and passing it on to others.

A second criterium is the type of symbols being utilized: visual, verbal-visual, auditive, or audio-visual. I consider the exclusive use of verbal-visual symbols (printed text) to be mistaken because the other senses are excluded unnecessarily, while learning is in fact promoted by the stimulation of the use of a number of different senses concurrently. Another reason why the exclusive use of printed text is unwarranted is because a large proportion of young people today live more in a "picture" culture than in a "letter" culture.

A third criterium is that of the nature of the material: "hard" or "soft" material with which a student can make something him/herself, or ready-made products. I believe that educators should avoid reducing students to being passive consumers; self-acquired information must be personally assimilated by each individual student, and it can be passed on to others making use of "hardware".

A large number of educational materials are categorized using the above criteria in diagram 1.

As can be seen in the diagram, there are myriad types of educational materials. In the remaining sections of this contribution, only textbooks will be given further consideration.

Diagram 1: Categorization of educational materials on the bases of three criteria

Predominantly receptive					Predominantly expressive				
Visual	"Verbal"-visual	Auditive	Audio-visual		Visual	"Verbal"-visual	Auditive	Audio-visual	
Hard ware	overhead projector slide projector epidiascope	overhead projector epidiascope computer documentation center library	radio record player tape recorder telephone cassette recorder	television VCR film projector slide projector projector with tape steering	Hard ware	pen, pencil felt-tip pen paint camera darkroom overhead projector	pen, pencil felt-tip pen photocopier offset machine picture scanner overhead projector typewriter flipover board	cassette recorder tape recorder	film camera video camera camera and recorder television
Soft ware	transparency slide(series) film strip poster photo (serie) photo collage photo stripping wall chart cartoon	transparency poster wallchart computer program textbook pamphlet serie handbook folder, brochure article dictionary reference book newspaper magazine materials for games	recording tape records cassette lecture story poem	video tape film slide (serie)	Soft ware	paper notebook scrapbook fly-sheet blackboard flannelboard bulletinboard empty transparency empty slide empty photo film roll	paper notebook fly-sheet blackboard flannelboard bulletinboard empty transparency	empty recording tape empty cassette	empty videotape empty film

1.3 Production and distribution

The most important producers of textbooks have traditionally been commercially based 'educational publishers' which are independent of both the government and of educational organizations.

Modern textbooks are usually written by a team of specialists, rather than by a single author. Publishers do not simply reproduce what has been written for them, but are closely involved in all phases of the production of books. Specialist editorial teams are formed to counsel and steer authors on matters of content; marketing divisions are created to keep track of and shape demand for the product; study and research divisions are generated to provide support for the teams of editorial specialists, and separate divisions are established for the shaping of commercial policy.

Of course, commercial educational publishers make considerable efforts to interest as many teachers as possible in their product. "The" typical teacher does not exist, however, and publishers therefore work with a typology of consumers which is based upon teachers' openness to change. A different product is made for each type of teacher. Within a given period, the same product can prove to be less interesting for one type of consumer, and simultaneously more interesting for another type. This typology is built up in the following way: 1. the innovators (2.5%); 2. the early acceptors (13.5%); 3. the early majority (34%); 4. the late majority (34%); 5. the stragglers (16%) (Wiebenga, 1978).

Wiebenga (1978) believes that the existence of these types of teachers is an explanation for there being a category of teachers (the stragglers) which prefers to continue to use "out-of-date" textbooks which publishers think should have been dropped long ago from their lists. He reports that when he was working for an educational publisher he asked several of these teachers why they continued to use a clearly outmoded 'method'. Their answers were as amazing as they were simple. "Mr. Wiebenga, I am now fifty-nine years old, I'll serve out my time, and my students will also manage to pass their exams using this method".

"The educational publisher has transformed itself from a printer and distributor of school books to a professional product-development organization", according to an employee of one of the most important educational publishers in the Netherlands (Van Amerongen, 1979). Smaller publishers cannot participate in these developments; there have therefore been a large number of mergers and large-scale concentrations among publishing firms (Stam, Stam-Robijns, Tjeenk Willink /Noorduyn all are now combined in Educaboek). In addition to mergers and concentrations, certain forms of cooperation have been developed: in 1973 the Educational Publishers' Group (Dutch initials GEU) was set up within the Royal Dutch Publishers Union (Dutch initials KNUB) with the initial aim of defending common interests in confrontations with governmental bodies and educational institutions.

Educational publishers are advised by all and sundry not to arrive too easily at a decision to put a new textbook on the market. Lagerwey (1976), for example, maintains that an investigation should be made of a textbook's practical effect

early on in the book's development stage. A systematic study should be made of how teachers work with the book, and how students react to it.

A large number of organizations, inspired by dissatisfaction with the products of 'commercial' educational publishers, have produced, reproduced and distributed "alternative" curriculum materials. This dissatisfaction is directed primarily toward the views and analysis of mankind and society which are propagated in the textbooks, the goals being strived forward with the textbooks, and/or the choice of subject content (for example, the absence of social conflicts). Commercial publishers remain, however, the most important producers, as well as the most important reproducers and distributors. Action groups or regional working groups of teachers will not be able to meet the high costs of reproduction and distribution. Thanks to their capital, pool of employees, knowledge and experience, commercial publishers have the power to determine which textbooks will and which will not be put on the market. A plea has been made in a number of publications for circumscribing this power to some extent by making it possible for teachers and working groups who have developed alternative textbooks or other curriculum materials to reproduce their products at cost price in government printing offices (without any control).

The distribution of textbooks is also under the exclusive control of the commercial publishers. Each publisher has a staff of employees who visit schools, confer with teachers and school managers, and hand out complimentary copies of textbooks. If a working group of teachers did manage to develop a textbook and wanted to promote and distribute it, the most it would probably be able to manage would be to send an advertising folder to a number of schools, and it is more than likely that in most of these schools, that folder would disappear immediately into the wastepaper basket.

The information which is provided about textbooks is almost totally in the hands of their producers, the publishers. It is extremely difficult for anyone else to gain control of the relevant information. The publishing firms themselves are the sole judges of what information about their product will and will not be released for public consumption. This information is provided in the following way:

- by sending catalogue's and folders to teachers and schools, in which the textbooks are usually described along the lines of a model devised by the Educational Publishers' Group (GEU);
- by means of the activities of sales representatives visiting schools;
- by means of exhibitions mounted in schools, and the twice yearly National Educational Exposition held in Utrecht;
- by sending complimentary copies of textbooks to teachers who request them.

1.4.Registration

Countless teachers, administrators, teacher trainers, educationalists, and parents have advocated the necessity of a consumers organization in the Netherlands which would

involve itself with the products of the educational publishers. Another proposal is that a "quality-control" be introduced for educational materials. Yet another suggestion is that a national organization be accorded the task of analyzing the content of textbooks. Many of the people involved believe that this is a job for the Dutch government, because it is responsible for guaranteeing the high quality of education in its own country.

That same government has long been reluctant to assume this responsibility, however, perhaps because it has feared that in doing so it might unleash a new, highly charged, battle over education in Parliament and society.

A body, the Central Registration of Educational Materials, was set up in 1979 whose aim was:

- to register what educational materials are available for each type of school;
- to develop descriptive models and instruments for describing as objectively as possible the various educational materials available for each subject and each school type; these models and instruments make use of bibliographical, subject-matter-related and pedagogical criteria which are relevant for the users in the process of choosing educational materials;
- to carry out studies aimed at discovering methods for describing educational materials objectively.

1.5 Analysis

Up to the present, no systematic analysis of textbooks has been carried out in the Netherlands. Various Education Departments and the Teaching Methodology Sections of some other Departments of universities have done research from time to time aimed at analyzing the content of textbooks (using systematic content analysis) and/or comparing the effect of different textbooks upon a given group, and a given subject (using pre- and post testing with control group).

1.6 Selection

Little is known and very little has been written about the process by which teachers choose textbooks. The only material on this topic with which I am familiar is Van Balen's (1980) discussion of how textbooks should be chosen for native language education at the junior high school level. He distinguishes five stages: gaining awareness; orientation and preliminary sifting; gathering information; comparing and choosing; assessing value. My impression is that such a well-considered selection process is seldom carried out in practice. It is often extremely difficult for teachers to obtain the information they need; they must choose from a virtually un-overseeable number of different textbooks. They are also limited in their choice because colleague may have other preferences, or because a certain "method" is already included in the school book fund (agreements are usually made for a number of years), or there may be other limitations.

1.7 Use

A long-standing discussion has been going on in the Netherlands concerning whether a textbook should or should not be used in the school subject social and political education (or whether it would be better for each teacher to compile his/her own collection of texts). The following arguments (among others) have been put forward pleading against the use of a textbook for social and political education:

- textbooks are already out-of-date at the time of publication;
- textbooks are aimed at such a large target group that they never fit in exactly with the world of experiences of any one group of students;
- textbooks only contain information which affirms dominant opinions and visions prevailing in society;
- textbooks usually are comprised primarily of words (not pictures).

The following reasons (among others) have been given for why a textbook should be used:

- textbooks provide the teacher with something to guide him/her in the choice and structuring of the subject matter;
- the use of a textbook suggests to the students that social and political education is an important subject;
- it also gives students the impression that there is a certain amount of material which they really must learn;
- the use of a textbook makes students less dependent upon the individual teacher as a source of information;
- a textbook is the product of the interdisciplinary work of experts; one teacher cannot possibly do the same work on his/her own;
- textbooks afford teachers the possibility of using more of the time available for the preparation of lessons to working out effective teaching strategies and tactics.

Little is known about how textbooks are actually used in formal learning situations in the Netherlands.

Research among social and political education teachers (De Kok, 1978; Bruins, 1979) has shown that about three-fourths of these teachers use a textbook. In most of the cases, only certain sections of the textbook are worked through with the students, or the textbook is not used by the students at all; the teacher uses it, as a reference work, for example.

2. EDUCATIONAL MATERIALS IN AN END-MEANS MODEL OF FORMAL TEACHING AND LEARNING SITUATIONS

2.1 Model

No single, all-encompassing theory of teaching and learning is available at the present time. It is, moreover, highly unlikely that a theory can be developed which includes all the relevant teaching and learning processes and structures, and which is applicable to all types of teachers, pupils and students, all school subjects, and every formal teaching and learning situation.

Thus no "theory" is available now, or is one likely to be available in the near future. "Models", however, are available.

A model is a simplified representation of some aspect of "reality" in which relationships are indicated among a number of fundamental components which are connected in some way to the area of reality under study.

In a model, "reality" is abstracted to enhance the observer's perception of it. Certain central components and relationships among these components of this "reality" are accentuated and other components or relationships are pushed into the background or disappear from view altogether. Sometimes this reduction is based on empirical research, sometimes it reflects the ideals of the model-builders. Because there is very little empirical data available showing how formal teaching and learning situations are actually shaped, thought out, carried out and evaluated, models of formal teaching and learning situations are usually ideal-typical ones.

Quite a few models of this type have been developed. These models have had a considerable effect upon pedagogy and teaching methodology.

I have also been happy enough to use them, but would now like to add something to them. What these models lack, in my opinion, is a proper accentuation of the "final", the end-means" character of formal teaching and learning situations.

2.2 Components of a formal teaching and learning situation

A formal teaching and learning situation can be described as an aggregate of components and relationships among components of a conjunction of teacher, students, subject matter and educational materials which has come into being at a certain point in time, and which purpose is to promote certain desired changes in the cognitions, affections and skills of the students.

The following components can be ascertained in this description: the actor, the initial situation, the goals, the means for achieving goals, and the evaluation.

2.2.1 Actor(s)

An actor is a person or organised group who makes choices or takes action at a point in time designated as the initial situation. Actors in formal teaching and learning situations are persons or organised groups who prepare, determine, carry out and evaluate formal teaching and learning situations. The teacher is usually that person, although he/she is circumscribed by an initial situation, which has been determined, in part at least, by choices made and actions taken by actors at the meso and macro level.

2.2.2 Initial situation

By the initial situation is meant the configuration of factors confronting an actor at the point in time when he/she makes a choice or acts in a certain way, and which is

significant for that choosing or acting. An initial situation in formal teaching and learning situations is the totality of information concerning the society in question, the educational system, the school, the teacher, the characteristics of the students as individuals and of the students as a group, and certain events taking place within the confines of a particular formal teaching and learning situation, which influence the actor's choosing and acting.

Each society, by means of various structures and processes, advocates certain political and antropological analyses and outlooks. In addition, attempts are made at the macro, meso, and micro levels to exert influence on educational policy making. Due largely to existing political, economic, and social forces, teachers and administrators are obliged to operate within externally determined institutional structures. Each individual school, operating within the constructions of this institutional structure, has been allocated a certain set of goals and means for achieving them. The schedule of school subjects and legal decision-making structures and processes are also determined by this institutional structure. Other factors which are significant for the formal teaching and learning situation present in each individual school are: the budget, the school curriculum, school rules, presence or absence of educational materials, the "learning climate" in the school and so forth.

The (in)competence of teachers imposes important limitations on formal teaching and learning situations. Various aspects of teacher competence include: depth of knowledge of subject matter, pedagogical grounding, attitudes and skills, political opinions, interests, motivation, level of creativity, self-confidence, attitude toward students from various different cultural backgrounds, of different sexes, and so forth.

Other factors which influence formal teaching and learning situations are: the structure of a classroomgroup and the processes within that group which are unfolding or which have unfolded in the past.

On the other side of the equation, what individual students already know, what they want, and what they are capable of doing are also factors determining the formal teaching and learning situation. The following factors are important: "level of knowledge and knowledge gaps, attitudes towards work, study technique, learning difficulties, cognitive style, intelligence, interests, language mastery, learning tempo, pre- and extra-school experience, motivation, fear of failure, level of independence, self-image, creativity, physical conditions" (De Corte, et al, 1974, 84). Additional factors are the student's antropological and social and political analyses and points of view, and the opinions, attitudes and intentions toward the topics considered in class which are concomitant to these analyses and views. Background information is also significant, such as the social economic status.

Finally, "coincidental" factors also exert an influence on every formal teaching and learning situation: the time available, day-to-day events, the time of day, what was experienced in the previous classroom session, important events which students know will take place later in the day,

weather conditions, the temperature in the classroom, the time of the year and so forth.

2.2.3 Ends, goals

A goal can be described as a desired future state of affairs, which an actor in a given initial situation has decided he/she will strive to effectuate. In formal teaching and learning situations, the future state of affairs is one involving the acquisition of knowledge, opinions, attitudes, skills, behavioral intentions and behavioral patterns.

2.2.4 The means for achieving goals

The means available to an actor for realizing his/her goals encompass everything he/she can and wants to do, as well as everything which is or could be at his/her disposal, for the purpose of achieving a goal, assuming that he/she is proceeding from a given starting point.

In general, the four following categories of means are used in formal teaching and learning situations:

- . subject matter;
- . teaching strategies;
- . educational materials;
- . form of interaction between teacher and students.

"Subject matter" is taken to mean the whole of the information, insights, methods, models, theories and skills which are being considered in a formal teaching and learning situation with the aim of acquiring knowledge, insights, opinions, attitudes, skills, behavioral intentions, and/or behavioral patterns.

"Teaching strategies" are actions of teacher and students aimed at the acquisition of knowledge, insights, and so forth.

"Educational materials" are the materials used, or expected to be used by students in a formal teaching and learning situation as a means of pursuing the goals which have been set.

The fourth mean for the acquisition of these goals is the "form of interaction" between teacher and students.

2.2.5 Evaluation

The final component of a formal teaching and learning situation consists of the determination of the value of that situation, accomplished by collecting and the assessing information about products and processes of that situation.

2.3 Relationships among the components

2.3.1 Thinking in terms of ends and means.

Relationships are assumed to exist among the named components of a formal teaching and learning situation. The question at this point is, what are they?

Four types of explanations can be distinguished in the

analysis of phenomena in general (Hoogerwerf, 1972, 79 ff):

- . causal explanation (in terms of cause and effect);
- . end-means explanations (in terms of goals and ways of achieving them);
- . motivational explanations (in terms of motives and reasons);
- . functional explanations (in terms of functions, or in other words, observable consequences);

When examined more closely, motivational explanations can be subsumed under ends-means explanations. Inquiring about motives or reasons means in fact that we are asking about goals existing at a given starting point.

Functional explanations in turn can be categorized along with causal explanations. Inquiries into functions are in fact inquiries into effects of certain causes.

Which type of explanation promises to be the most fruitful for examining formal teaching and learning situations, the causal one or the ends-means one?

A person's image of humanity will clearly have an effect upon the type of explanation he/she chooses. A preference for causal explanations will probably be linked with a deterministic portrayal of mankind, which emphasizes people's lack of freedom. A preference for ends-means explanations may be correlated to a conception of mankind as being free in some important respects, although restrained in others.

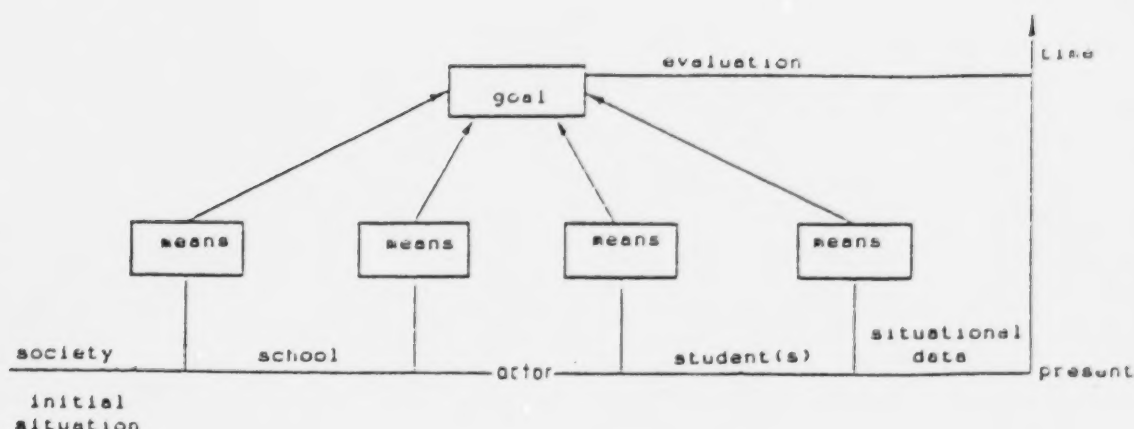
In my opinion, thinking in terms of causality, while sufficient, perhaps, for researchers in the natural sciences, is too simple and primitive for the social sciences (including pedagogy). Social sciences' task is broader than the demonstration that certain effects are produced by certain causes; they must also concern themselves with the question of what the most appropriate methods are for achieving certain goals. My preference is therefore for thinking in terms of ends and means, and for the ends-means type of explanation. A scientist using an ends-means explanation is not interested in causes of behavior, but in the goal, the "why" factors which determine that goal, and the "how" and "for what purpose" factors which determine the choice of means.

2.3.2 End-means model of formal teaching and learning situations

The model of formal teaching and learning situations which I prefer is an "end-means model" in which are indicated the components and the relationships between the goal and the means of achieving it. Pedagogic-didactic actions are not, in my opinion, self-evident, existing independently, or "given", but are a type of behavior that is consciously desired because of the effect which it has on something else. A certain situation is consciously being strived toward, making use of certain means, starting off from a certain fixed initial situation. In each specific formal teaching and learning situation, the actors involved determine the characteristics of the initial situation, set educational goals, depending upon the initial situation, choose the means of realizing these goals, and determine what will be evaluated and which evaluation methods will be used.

Diagram 2 portrays the configuration of the end-means model in a simple form.

Diagram 2: End-means model of a formal teaching and learning situation



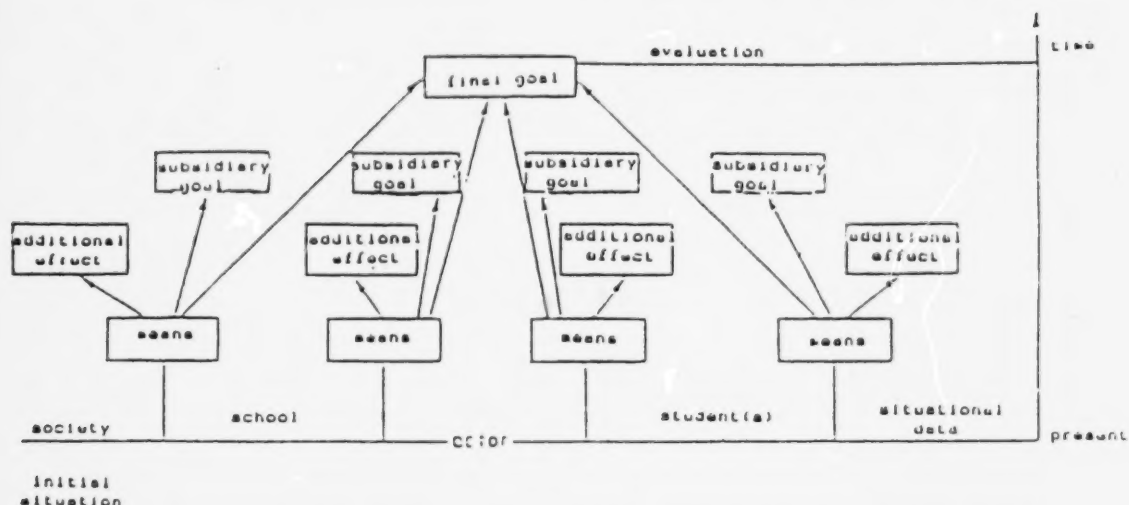
In every formal teaching and learning situation there is an "actor" (a teacher, student or group) who determines what the initial situation is, who decides what the goal of the lesson will be, who chooses and applies the means for achieving that goal, and who carries out an evaluation of the lesson.

The lines with an arrow indicate a end-means relationship. The lines without an arrow between the initial situation and the means indicate that each mean must be in concordance with the initial situation; the means have been raised above the line in the diagram to highlight them, and to demonstrate that the actor has consciously chosen them. Four boxes indicating means have been included in the diagram to express the fact that there are four categories of means (subject matter, teaching strategies, educational materials, forms of interaction). The choice and use of one means can exert an influence on the choice and use of another means which could be used to accomplish the same goal (which is why they are connected to one another in the diagram via the initial situation). Thus the use of a certain type of educational material (a videotape, for example) will make it necessary or desirable to employ a certain specific teaching strategy in order to achieve the goal. One teaching strategy (making a sound collage, for example) requires entirely different educational materials than another teaching strategy (a writing circle, for example).

If more than one means falling under the same category is suitable for achieving the goal of the lesson, then the subsidiary goals can also be taken into account in making the final choice, as well as the efficiency, the alternative applicability, and the adequacy of these other means.

Each means being considered can also be examined to see what additional effects it may have, and whether these effects are favorable, neutral or unfavorable for the achievement of the desired goal. Perhaps it can be seen in advance that a certain means may have an opposite effect to the one intended. A model which takes these various additional considerations into account adopts the contours of the following diagram.

Diagram 3: End-means model of a formal teaching and learning situation, with greater elaboration.



It should be realized that one classroom session usually does not exist in isolation. It is part of a course or of a series of lessons devoted to one theme or topic. The goals of the individual lesson are derived from the goals of the course as a whole. The goal of each lesson is therefore an intermediate goal which is being strived toward while simultaneously keeping in mind the more distant goal of the course as a whole. It should be possible in theory to assess what effects the means chosen for a particular lesson have on goals of the other course sessions, and on the course as a whole. The model of a concrete formal teaching and learning situation is thus also a part of a model of a whole course of instruction. At the end of a formal teaching and learning situation, the actor will once again determine the initial situation for the subsequent course session (determining among other things, whether the goals of the previous lesson have been achieved); all the previously formulated goals will have to be examined anew, and may need to be adjusted on the basis of the evaluation data. The means which had been chosen for the previous session will also need to be examined afresh and may likewise need to be amended.

2.4 Educational materials in an end-means model

Educational materials form one of the four categories of means in our model of a formal teaching and learning situation.

The position accorded to the box with educational materials in diagram 3 is a clear indication that it is first necessary to know what the goals of a lesson or course are in order to be able to make an adequate choice among educational materials. If the goal is "the acquisition of knowledge", then other materials will be needed than if the goal were "attitude change". The first criterium determining the choice of educational materials is therefore the goal of the lesson or course.

The second criterium is the subject matter. (If the subject matter chosen is "the European Parliament", then other materials will be required, self evidently, than if the topic is "the history of European cooperation and integration")

The third criterium is the initial situation: what do the students know, what do they think, what can and do they do. Two elements are important: the knowledge, attitudes, skills and behavioral patterns relating to the topic (the European Community, for example) which the students already possess, and aspects of how students relate to various forms of educational materials (for example, do students like illustrations, how many words per sentence can students "handle", are they acquainted with computer software).

A fourth criterium for the educational materials selected is what teaching strategy is used. Is the material suitable for use in a group discussion, for a simulation, for the discuss method", for homework, and so forth?

The fifth criterium is the subsidiary goal. This subsidiary goal can also be taken into account if more than one means falling under the same category is suitable for achieving the goal of the lesson (different textbooks, for example)

The sixth criterium is what additional effects the means may have and whether these effects are favorable, neutral or unfavorable for the achievement of the desired goal.

The necessity of using the limited amount of teaching time available as efficiently as possible, compels teachers to make well considered choices of goals and means, including educational materials.

3. MATERIALS FOR EDUCATION ABOUT EUROPE IN THE NETHERLANDS

In this section we will attempt to provide answers to the following questions:

- What materials for education about Europe are presently available in the Netherlands?
- Who produces, distributes and registers these materials?
- What is the quality of these materials?

3.1 Materials

The materials for education about Europe which are available for primary and secondary school teachers and students in the Netherlands are presented in an Appendix.

The following types of materials are available: textbooks for students, printed information and/or propaganda materials for students, textbooks and other printed information materials for students plus teacher guidelines, books and/or guidelines for teachers, travelling expositions, slides, maps, posters and video tapes.

Table 1: Number of materials for education about Europe in primary and secondary school in the Netherlands

Target groups	Primary schools	Secondary schools
Materials		
. Textbooks for students	1	9
. Printed information and/or propaganda materials for students	0	11
. Textbooks and other printed information materials for students plus teacher guidelines	2	8
. Books and/or guidelines for teachers	0	9
. Travelling expositions	0	1
. Slide-series	0	1
. Maps	4	4
. Posters	0	2
. Videotapes	0	15
. Films	0	4
. Simulation games	0	2
. Computer software	0	0
. Other materials	0	0

3.2 Production, distribution and registration

Textbooks and other educational materials about Europe are produced and distributed in the Netherlands by commercial publishing companies, information offices of the Ministry of Foreign Affairs and the EC, German-Dutch regional institutes,

and non-profit interest organisations. Most of the printed educational material is produced by the information services of national or European governmental authorities and have a more or less propagandistic character.

In general the Ministry of Education pursues a policy of non-interference in the production of educational materials (because of "the freedom of education", guaranteed in the Dutch Constitution).

Commercial publishing companies have not as yet produced a textbook devoted exclusively to European cooperation and integration. The topic "Europe" is considered as one topic among many in economics, geography, social studies, history and government textbooks.

The information offices of the European, national and bi-national governmental bodies have produced largely informational materials usually of a propagandistic bent; that is, the information consists primarily of a one-sided presentation of positive results only.

German-Dutch regional institutes ("Euregio" and "Eems-Dollard Region") have produced educational materials which deal with the cooperation between two countries in the regions in question, and which can only be used within those regions.

Material about Europe which has been produced explicitly for educational purposes comes from organisations whose aim it is to promote political education in general ("Stichting Burgerschapskunde"), organisations which are seeking to support education about Europe (CEVNO) and organisations which are active in promoting European unification (European Movement in the Netherlands).

Registration of materials about Europe was carried out by the Europe Center Foundation ("Stichting Europa Centrum") (Gids, 1987).

3.3 Analysis

Research into textbooks (or parts of them) about Europe for primary school education has been extremely scarce in the Netherlands. A long search has revealed only one publication in this area. This study was carried out by Groen and Oonk (1982), with the aim of making an investigation of sections of textbooks dealing with international education in order to obtain a first impression of what was available. The authors of the study state explicitly that their approach has not been an entirely scientific one. Because of this lack of scientific rigor, and because the study took place nine years ago, we will only mention its existence here.

Sections of textbooks for secondary schools dealing with Europe have been analyzed by De Winter and Berghorst (1984) and by Meinardi and Dekker (1988).

De Winter and Berghorst (1984) examined eighty-nine textbooks for junior and senior general secondary education and pre-university education to see whether or not they handled the theme of European integration, and if they did, how and to what extent the topic was developed. Included were history (38), geography (22), social studies (18), government (38) and economics (7) textbooks. The average number of

pages contained in the textbooks examined was almost 200. From these 200 pages, an average of a little more than 5 pages were devoted to European integration. The most attention is paid to European integration in the government textbooks. The least consideration is given to European integration in the social studies textbooks. Thirteen and a half percent of the eighty-nine textbooks investigated devoted no attention whatsoever to European integration. More than half (55.1%) treated the theme implicitly, or in other words, within the framework of one or more other topics. Slightly more than one quarter (25.8%) devoted a separate chapter to European integration. Of the four major European organs of cooperation considered in the textbooks, the EC receives the most attention; it is a topic in 83.1% of the textbooks investigated. The Council of Europe is treated in 43% of the textbooks, the European Free Trade Association in 24.7 and the Western European Union in 13.5% of the textbooks. The following motives for striving towards European integration are cited: economic cooperation (44.2%), the pursuit of peace on the European continent (25%), the realization of a set of "European" values, of the "ideal" of Europe (20%), and the fear of the Soviet Union, and maintaining a strong military defense to oppose it (10.8%). The policy areas covered within the EC usually are subjected to only the most summary of discussions. Only the area of economic and financial cooperation is considered in more than half of the textbooks. The various institutions of the EC are handled in a little more than half of the textbooks (53.9%). The most attention is paid to the European Parliament (49.1%) and the Commission of the EC (46.1%). The European Council of Ministers and Heads of State is accorded little attention (6.7%). The consideration of the position of the Netherlands within the EC, and of the attitude of Dutch political parties and other social groupings toward European integration, is either mediocre or non-existent. The general conclusion is that the handling of the theme of European integration in existing textbooks is quantitatively marginal and qualitatively poor. The treatment is more often than not limited to a brief indication of themes. Textbooks for pre-university education ("vwo") devote more attention to the theme than do textbooks used in schools for general secondary education ("mavo" and "havo").

The statement of the research problem in Meinardi and Dekker's (1988) investigation is: "Do textbooks devote attention to the theme of European cooperation and unification, and if they do, what is the content and didactic approach of this treatment, and is this content and didactic approach of acceptably high quality?" This broad research problem has been broken down into five research questions:

- Has the theme of "European cooperation and unification" been handled in the textbooks or not? If it has: Has the theme been treated as a separate topic? If not, along with which other topic has it been included? Out of how many pages does the treatment consist?
- What is the actual content of the item(s) devoted to the topic?
- What is the didactic approach toward the topic?
- Is the content qualitatively good?

- Is the diactic approach qualitatively good?

The research method employed is that of systematic content analysis. Essential to a content analysis is the construction of a category system which is as complete an expression as possible of the characteristics of the material selected to be registered. The category system in this investigation consists of three parts: general description, subject matter, and didactic approach. The part of the subject matter consists of: topics, basic concepts and types of approach. The system is presented in diagram 4. The choice of the subject matter categories was based on a specially developed ideal model of education about European cooperation and unification. General pedagogic literature was the source used in choosing the categories for the didactic approach. This research is quite sophisticated in design because the assessments are quantified. The presence or absence of an element is expressed quantitatively in a number of points. A total score is computed for each textbook for both the subject matter offered and the didactic approach. In Diagram 4 is recorded how many points could be obtained for each of the elements. The analysis was carried out for textbooks used in senior general secondary education and pre-university education for the subjects geography, economics, history, government and social studies. The textbooks selected to be analyzed were those which significant informants (education-
alists) reported as being used the most often. In total 21 textbooks were analyzed.

Diagram 4: Category system

I General description of the textbook

- | | |
|--|---|
| 1. Subject | : |
| 2. Title | : |
| 3. Author | : |
| 4. Edition examined | : |
| 5. Publisher | : |
| 6. Structure, composition | : |
| 7. Europe in | : |
| - chapter | : |
| - section | : |
| - pages | : |
| 8. Number of pages: | : |
| - of the book | : |
| - devoted to Europe | : |
| - percentage of book pages devoted to Europe | : |
-

II Subject matter

II. 1. Topics

- 1.a Are one or more of the following motives
for cooperation mentioned in the text? (1.0)
- peace and security
 - economic development after World War 2
 - fear of communism
 - independence
 - common problems

- b Are the motives which have been mentioned elaborated upon in some way, by providing examples, background information or something similar? (2.0)
- 2.a Are one or more of the following organs of European cooperation named in the text? (0.6)
- EEC
 - EC
 - ECSC
 - Euratom
 - Council of Europe
 - WEU, Western European Union
 - EFTA, European Free Trade Association
- b Is the date cited when that organ came into being / was established? (0.4)
- c Is there an indication in the text of which countries are involved / are members? (0.4)
- d Are the objectives / responsibilities of the organization(s) indicated? (0.6)
- 3.a Are one or more of the following European Community institutions named in the text? (1.0)
- the Commission of the EC
 - the Council of Ministers
 - the European Parliament
 - the European Court of Justice
 - the Eurotop
- If so, are the following facts cited:
- b the composition of the body in question (who are the members / participants)? (1.0)
- c the tasks and/or the competences? (1.0)
- 4.a Are one or more of the following areas of policy-making of the European Community named? (0.6)
- agriculture
 - regional structure policy
 - finances
 - employment opportunities
 - overseas development
 - environment
 - energy
 - education / science
 - politics
 - culture
- b Is there a further elaboration of that policy? (0.5)
5. Does the text of the subject matter make it clear that there are different views about how the EC functions? (5.0)
6. Does the text of the subject matter make it clear that there are different views of the EC's policy-making? (5.0)
7. Does the text of the subject matter make it clear that there are different views about the future of the EC? (5.0)
- II.2 Basic concepts
1. Does the text of the subject matter make it clear that various interests play a role in the process of

	European cooperation and unification?	(5.0)
2.	Does the text of the subject matter make it clear that conflicts can arise due to opposing interests in the process of European cooperation and unification?	(5.0)
3.	Does the text of the subject matter make it clear that power plays a role in the process of European cooperation and unification?	(5.0)
II.3	Types of approach	
1.	Is attention paid to the significance of the EC for young people?	(5.0)
2.	Is attention paid to the significance of the EC for the Netherlands?	(5.0)
3.	Does the subject matter make it clear that according to official treaties setting up and regulating the EC, it is a democratic institution?	(5.0)
	(Total: 100.0)	

III	Didactic approach	
1.	Are goals specifically formulated in the material with respect to:	
	- acquisition of knowledge?	(4.0)
	- acquisition of insights	(4.0)
	- forming of opinions?	(4.0)
2.	Does the material contain an attempt to gauge the initial situation with respect to:	
	- knowledge?	(4.0)
	- insights?	(4.0)
	- opinions?	(4.0)
3.	Does the material contain questions and / or assignments relating to:	
	- the acquisition of knowledge?	(5.0)
	- the acquisition of insights?	(10.0)
	- the forming of opinions?	(15.0)
4.	Does the material contain an evaluation method and what is the nature of that method?	
	- process evaluation	(6.0)
	- product evaluation	(6.0)
5.	What percent of the material consists of pictures?	
	- less than 30% (for each 3% of pictures: 1.0)	
	- 30% or more pictures	(10.0)
6.	Does the material contain one or more photographs with representations of:	
	- young people / children?	(8.0)
	- women / girls?	(8.0)
	- blacks?	(8.0)
	(Total: 100.0)	

Source: Meinardi, Dekker, 1988.

The outcomes of the investigation are the following.
In eight of the twenty-one most widely used textbooks in the Netherlands in the school subjects geography, economics, history, government or social studies, no attention whatsoever is paid to the theme of European cooperation and unification.

Table 2: Number of textbooks which do or do not devote attention to European cooperation and unification

Textbooks for:	Attention		Total
	Yes	No	
- Geography	1	2	3
- Economics	3	2	5
- History	3	1	4
- Government	4	1	5
- Social studies	2	2	4
Total	13	8	21

Source: Meinardi, Dekker, 1988.

Only one book, a student textbook for geography, considered Europe as a theme in a separate chapter. The European Community was considered in that textbook, however, primarily as a geographic unit, as a counterpat to chapters on the United States, the Soviet Union and developing countries. In all the other books, European cooperation and unification is presented in combination with other topics, such as "International Organizations, "the World economy" or "The Netherlands among other nations". In Table 0??? can be seen the absolute and relative amount of space devoted to Europe as a topic in student textbooks. Leaving the exceptional case of the geography book already mentioned out of consideration, we see that a range of between 0.3 and 7.5 pages are devoted to Europe as a topic (in percentages between 0.2 and 10.7%). The books scoring highest are not concentrated in any one subject area. We have observed that the history books score reasonably high, especially with respect to absolute number of pages, as do two of the government textbooks and one economy textbook.

Table 3: Number of pages devoted to European cooperation and
unification in textbooks in which this has been
considered

Textbooks for:	Book number	Number of pages	
		Absolute	%

- Geography	1	37.0	18.5
- Economy	1	4.0	1.6
	2	0.5	0.2
	3	7.0	2.0
Average		3.8	1.3
- History	1	7.5	2.2
	2	4.0	1.0
	3	4.0	1.3
Average		5.2	1.5
- Government	1	1.3	2.4
	2	7.0	5.8
	3	7.0	5.8
	4	1.0	1.3
Average		4.1	5.0
- Social studies	1	0.3	0.2
	2	5.0	2.2
Average		2.7	1.2

Source: Meinardi, Dekker, 1988.

The outcomes with respect to the actual content of the textbooks devoted to the topic show that geography and history textbooks score the highest, and economics textbooks score the lowest.

The scores on didactic approach are extremely diverse, so that the average values for each subject add little to our knowledge in this area. None of the books explicitly states goals, or offers a procedure for assessing an initial situation. No method is presented for carrying out a process evaluation. In only one of the books are young people portrayed in the photographs which have been included. Women and/or blacks are totally absent in the photographic material. Most of the pictures display buildings, landscapes or white, adult males. Most of the books do contain questions and/or assignments of tasks, usually in the domain of knowledge and insight; only sporadically are these questions/tasks aimed at forming/formulating a personal opinion. Insufficient pictorial material was encountered in seven of the thirteen books. No pictures at all were contained in four of the books.

Table 4: Scores for the handling of the theme of European cooperation and unification in textbooks.

Textbooks for:	Book number	Scores for subject matter	didactic approach
- Geography	1	55.1	40.0
- Economics	1	26.5	21.0
	2	7.6	0.0
	3	25.2	26.0
Average		16.4	15.7
- History	1	59.7	25.0
	2	40.6	34.0
	3	41.2	19.0
Average		47.2	26.0
- Government	1	36.2	11.0
	2	48.3	48.0
	3	31.8	10.0
	4	20.2	36.0
Average		34.1	26.2
- Social studies	1	9.6	0.0
	2	32.2	46.0
Average		20.9	23.0

Source: Meinardi, Dekker, 1988.

Eleven of the thirteen textbooks were given less than half of maximum possible number of points, both with respect to the subject matter content, and to the didactic approach. Two of the textbooks had scores which were slightly higher than half of the maximum number of points.

In the opinion of the researchers, the way in which almost all the textbooks deal with the topic of European cooperation and unification is below standard with respect to content, and the didactic approach is sub-standard in all the textbooks examined. It should be remembered in this connection that eight of the twenty-one textbooks examined paid no attention whatsoever to European cooperation and unification. "We conclude that the fundamental political character of the developments and events in "Europe" is not explicitly brought to the fore. In addition, it is in no way made clear to young people why "Europe" could be interesting, or even important, to them. We believe that it would be recommendable for both authors and publishers of textbooks to be stimulated to consider the theme of European cooperation and unification in a way which does justice to the topic both in terms of content and of didactic approach." (Meinardi, Dekker, 1988, 48).

4. SUGGESTIONS

4.0 Introduction

In this section I would like to offer a few suggestions for how materials for education about "Europe" might be developed. The following questions provided the framework for these suggestions.

- What type of materials for education about "Europe" are the most suitable?
- What criteria should be met by these materials?
- What would be the best way to develop these materials?
- By whom should they be developed, produced, distributed, registered and analyzed?

4.1 Type of materials

Because it can be assumed that "Europe" will not be a separate school subject, but will be one topic among others in various existing subjects, it is obvious that materials must be developed which will fit in with what is already being done in these existing school subjects (for example, economics, social studies, geography and history).

I believe that a separate curriculum package should be developed for each of these school subjects.

Such a curriculum package should consist minimally of a student booklet and a teacher's handbook. Ideally, there would also be visual material such as a video tape, a computer program, a set of posters, a collection of photographs, a set of geographical maps, and so forth.

A student booklet contains an introduction in which the goals (expressed in terms of what the students will be expected to achieve) of the series of lessons are set out; informative texts; illustrations in various forms; and assignments of tasks.

A teacher's handbook is made up of the following components: a presentation of information which supplements the information contained in the student booklet; a suggestion for a course of study (that is, a plan for a series of four or five course sessions, making use of the student booklet); descriptions of teaching/learning strategies which can be used in combination with, or as a substitute for, the student booklet; surveys of relevant available literature, of other educational materials, and of organizations active in this area.

The information contained in a curriculum package is more or less "timeless": broad outlines, developments, trends, structures, and so forth. Because teachers feel the need to devote some attention at least to "current events", a periodically-published magazine for the students will be necessary as well.

4.2 Criteria

4.2.0 Introduction

The following categories of criteria which educational materials should be able to satisfy can be distinguished: criteria relating to information offered (content); criteria relating to the way in which the information is presented (didactic design); criteria relating to the graphic design; and general criteria (for example, low-priced, easily available, the right target group).

The criteria relating to the content are derived from the goals of the courses for which the materials are to be used, and are taken from the scientific bases of the social science areas which the material is seeking to cover (for example, political science, economics, geography, history). The criteria relating to didactic design are derived from general pedagogic principles, subject-specific didactic principles, educational psychology, socialization research, and youth research. The criteria relating to the graphic design are derived from educational psychology and developmental psychology.

4.2.1 Criteria relating to the content

Below are listed a number of criteria relating to content, which I have derived from the sources cited. The content of materials used for education about "Europe" should encompass in my opinion the treatment of certain topics, selected aspects of these topics, a number of basic concepts used to analyze these topics, and a number of lines from which these topics can be approached.

I think that the following topics should be given priority:

- The geography of Europe;
- The history of European cooperation and unification;
- Motives for European cooperation and unification (post-World War II reconstruction; resistance to external threats, primarily from the Soviet Union; peace and security; independent position with respect to the Soviet Union, United States and Japan; promoting trade among member countries; the solution of common problems which go beyond national boundaries);
- Various different organs of cooperation (ECS, EC, Euratom, EC, Council of Europe, WEU, EFTA, Benelux, Comecon);
- Institutions of the European Community: areas of activity, limits of jurisdiction and composition (Commission of the European Community, Council of Ministers of the EC, European Parliament, European Court of Justice, European Council or Eurotop);
- Decision-making in the European Community;
- Policy of the EC (agriculture, monetary policy, regional policy, environmental issues, energy, social policy, media policy, education and science, technology, political cooperation, foreign affairs, defense);
- Future of European cooperation and unification.

The basic concepts, and their accompanying systems of concepts, which are needed for analyzing these topics, are the core concepts of the basic sciences which cover the areas under study. For the social studies topics, these are the core concepts from political science, namely:

- interests
- ideology
- conflict

- power
- system

The angle from which I believe that the topics cited should be approached are the following:

- what do the students know and think about the topic, and what have they already done with the topic (socialization of the students);
- what significance does the topic have for the students (individual interest of students);
- what significance does the topic have for the country as a whole (national interest of students);
- what significance does the topic have for the world outside Europe (global orientation);

The information provided should satisfy the following requirements: usefulness for the students; validity; objectivity (all the relevant, conflicting approaches and outlooks of the different member states and political and organizations are presented).

4.2.2. Criteria relating to the didactic design

In my opinion the didactic design of educational materials about "Europe" should include the following elements: -

Orientation towards goals;

- Students should be able to identify with people and recognize themselves in situations, and must be able to visualize the problems which are presented in the materials;
- The starting point with respect to content is what students already know, think, can do, and do (effects of previous socialization); a beginning is made by first stimulating students' interest in the topic, thus enhancing their motivation for getting to work on the topic.

The next step is to provide the information and/or to stimulate students to gather information.

Next, the students are encouraged to process and assimilate the information.

Only then are they encouraged to develop and express an opinion.

Finally, they are asked to examine when, how and for what purpose they can make use of the knowledge, insights and opinions which they have acquired.

- The sources of information used and cited in the material are reliable.
- The information is presented in the following way :
 - progressing from simple information to complicated information,
 - from the present (via the past) toward the future.
 - from the proximate to the far removed.
 - examples are regularly provided.
 - the materials are suitable for use with different teaching strategies and tactics.
 - the materials contain assignments which are designed to promote the acquisition of knowledge and the procurement of insights, to aid the forming of opinions.

4.2.3 Criteria relating to the graphic design

Textbooks and other printed educational materials have the proper graphic design in my opinion if they satisfy the

following requirements :

- the ratio of text to pictures is : 70 : 30 for students following college preparatory courses, 60:40 for other secondary school students, and 40:60 for primary school pupils.
- the visualized information and illustrations are presented in a varied way : photographs, drawings, tables, graphs.
- the pictures portray :
 - primarily individuals of the same age as the students.
 - girls/women as well as boys/men.
 - "black" people as well as white ones.
 - people occupying different social-economic positions.
- assignments are contained within the text (and not only at the end of the chapter)
- the text is broken down by using chapter and section headings.

The following additional design criteria apply for audio-visual educational material:

- length: not longer than 30 minutes;
- color: in color, or a combination of color and black and white;
- form:
 - . for knowledge and insight: documentary, or staged documentary, or cartoon;
 - . for interest and some other attitudes: documentary, staged documentary or feature film;
 - . for skills: demonstration film;
- sound:
 - . spoken text: short, in simple sentences;
 - . music: popular among students;
- picture and spoken word mesh with one another; when something important is being said: picture is frozen, picture is blurred, or the text of what is being said can also be read from the screen.

4.3 Development of a curriculum package: a step-by-step, cyclical model

A process for developing a successful curriculum package (that is, a product which is satisfactory with respect to content and didactics) must encompass the following stages, in my opinion:

- The accumulation and perusal of literature about the content and about didactic aspects of the topic;
- The designing of a draft course plan, consisting of a description of the expected initial situation, the general goals of the course, and the specific goals of each separate course session, which aspects of the topic will be considered in the classroom sessions, the order in which the aspects will be brought to the students' attention, the basic concepts and lines of approach, and the didactic strategies for each course session.
- The accumulation and perusal of literature (especially research reports) about the aspects which will be handled in the course;
- The designing of plans for the individual course session, consisting of a description of the goals, stated in terms

of desired student behavior; the subject matter (aspects, basic concepts, lines of approach), the teaching and learning strategies, the educational materials, the evaluation, and testing;

- Development and production of the educational materials;
- Implementation of the course plan which have been developed, use of the educational materials by teachers who have participated in the process of developing the system, as well as other teachers.

Research into the teaching/learning processes which have been initiated by the materials, and into the desired and secondary effects of these materials;

- Adjustment of the draft course plan, the draft outlines of the individual course session, and the educational materials, on the basis of the results obtained from the research;
- A second try out, if the draft plans have been changed significantly;
- Deciding on the definitive version of the course plan, and of the component individual course session outlines and educational materials;
- Editing the course plan, the course session outlines, and the educational materials;
- Publication of textbook, other educational material which has been developed, and teacher handbook (the developed course plan, the series of course session outlines, and the supplementary information for teachers).

Research into the teaching/learning processes and effects which have been initiated by the draft course sessions and materials is an essential part of the curriculum development process.

4.4 Production and distribution

In order to develop materials for education about "Europe", a team of subject-matters experts (for example, political scientist, historian, social geographer and economist) is needed, as well as a general educationalist (with knowledge of educational psychology and test construction), didactic experts in the relevant school subjects (social studies, history, geography, economics), teachers, a text writer, a graphic designer, and a publisher.

It is highly desirable that this team be in an independent position, which means that it should have no direct financial or other links with any organization espousing a specific political aim (for example, the information services of a government ministry, or a (semi-) governmental agency for curriculum development, or an agency of the EC). Organizations which are suitable are: university departments, and other organizations, specializing in teacher training.

Reproduction and distribution can be taken care of by educational publishers.

4.5 Registration

The registration of the educational material which has been

produced should be carried out by an organization which does not itself produce materials. In the Netherlands, the CLR (Central Agency for Registration of Educational Materials) is such an organization.

A survey should be published once a year of all published educational materials. At least the following items of information should be provided for each of these materials: author(s), title, type of material (textbook, slide series, and so forth), target group (age, type of school), whether or not there is a teacher handbook, year of publication, number of the edition, publisher, distributor, published reviews of the material.

4.6 Analysis

All material relating to education about "Europe" which has already been produced should be the object of research with respect to its content, didactic design, graphic design and effects.

In each of the countries of the EC, the National Ministries of Education should commission an institute for University teacher training to carry out such research, and should also make available sufficient financial means for doing so. Every year a report of the research outcomes should be made available to teachers in a convenient brochure.

These national institutes should work together in an European scientific institute (financed, but not controlled by the EC) to carry out research on materials for education about "Europe". This institute would be associated with a university in one of the member states.

5. SUMMARY

In literature and discussions, various different concepts are employed to circumscribe what is being examined. I prefer the term "materials which aid teaching and learning" or "educational materials" for short. The term "educational materials" is taken to mean the materials used by or intended to be used by students in a formal teaching and learning situation as a means of achieving the goals of that situation. There are myriad types of educational materials. Various authors have attempted to classify educational materials. The classification offered in this contribution is based on three criteria: whether the material is meant to be "received" or to be "transmitted", the type of symbols being utilized, and the nature of the materials ("soft" or "hard"). The most important producers of textbooks have traditionally been commercially based "educational publishers" which are independent of both the government and of educational organizations. Up to the present, no systematic analysis of textbooks has been carried out in the Netherlands. Various university departments have done research from time to time aimed at analyzing the content and/or the effects of different textbooks. Little has been written about the process by which teachers choose their educational materials and about how educational materials are actually used in formal teaching and learning situations.

Educational materials are used or are intended to be used in formal teaching and learning situations. A formal teaching and learning situation can be described as an aggregate of components and relationships among components of a conjunction of teacher, students, subject matter and educational materials which has come into being at a certain point in time, and which purpose is to promote certain desired changes in the cognitions, affections and skills of the students. The following components can be ascertained in this description: the actor, the initial situation, the goals, the means for achieving goals (four categories: subject matter, teaching strategies, educational materials, and form of interaction between teacher and students), and the evaluation. In an end-means model of formal teaching and learning situations these components and the relationships among these components are indicated. The position accorded to educational materials in our end-means model of formal teaching and learning situations is a clear indication that it is first necessary to know what the goals of a lesson or a course are in order to be able to make an adequate choice among educational materials. The second criterium is the subject matter. The third criterium is the initial situation. Two elements are important: the knowledge, attitudes and skills relating to the topic which the students already possess and aspects of how students relate to various forms of educational materials. A fourth criterium is what teaching and learning strategy is used. The fifth criterium is the subsidiary goal. The sixth criterium is what additional effects the educational material may have and whether these effects are favorable, neutral or unfavorable for the achievement of the desired goal. The

necessity of using the limited amount of teaching time available as efficiently as possible, compels teachers to make well considered choices of goals and means, including educational materials.

The following types of materials for education about "Europe" are available in the Netherlands: textbooks for students, printed information and/or propaganda materials for students, textbooks and other printed information materials for students plus teacher guidelines, books and/or guidelines for teachers, travelling expositions, slide-series, maps, posters, videotapes, films, and simulation games. Textbooks and other educational materials about "Europe" are produced and distributed in the Netherlands by commercial publishing companies, information offices of National Ministries and the EC, regional institutes and non-profit interest organizations. Registration of materials was carried out by the Europe Center Foundation. Research into textbooks or parts of them about "Europe" has been extremely scarce in the Netherlands. De Winter and Berghorst (1984) conclude that the handling of the theme of European integration in existing textbooks is quantitatively marginal and qualitatively poor. The treatment is more often than not limited to a brief indication of themes. Textbooks for pre-university education devote more attention to the theme than do textbooks used in schools for general secondary education. In the opinion of Meinardi and Dekker (1988), the way in which almost all the textbooks deal with the topic of European cooperation and unification is below standard with respect to content, and the didactic approach is sub-standard in all the textbooks examined. "We conclude that the fundamental political character of the developments and events in "Europe" is not explicitly brought to the fore. In addition, it is in no way made clear to young people why "Europe" could be interesting, or even important, to them" (Meinardi, Dekker, 1988, 48). Because it can be assumed that "Europe" will not be a separate school subject, but will be one topic among others in various existing subjects, it is obvious that materials must be developed which will fit in what is already being done in these existing school subjects (for example, economics, social studies, geography and history). A separate curriculum package should be developed for each of these school subjects. Such a curriculum package should consist minimally of a student booklet and a teacher's handbook. Ideally, there would also be visual material. Because teachers feel the need to devote some attention at least to "current event", a periodically-published magazine for the students will be necessary as well. The following categories of criteria which educational materials should be able to satisfy can be distinguished: criteria relating to information offered (content), criteria relating to the way in which the information is presented (didactic design), criteria relating to the graphic design, and general criteria (for example, low-priced, easily available, and the right target group). A process for developing a successful curriculum package (that is, a product which is satisfactory with respect to content and didactics) must encompass research into the teaching and learning processes and effects which have been initiated by the draft course sessions and

materials. In order to develop materials for education about "Europe", a team of subject-matters experts, a general educationalist, didactic experts in the relevant school subjects, teachers, a text writer, and a graphic designer is needed. It is highly desirable that this team be in an independent position. Organizations which are suitable are: university departments and other organizations, specializing in teacher training. The registration of the educational material which has been produced should be carried out by an organization which does not itself produce materials. A survey should be published once a year of all published educational materials. All material relating to education about "Europe" which has already been produced should be the object of research with respect to content and effects. In each of the countries of the EC an institute for teacher training should carry out such research. Every year a report of the research outcomes should be made available to teachers in a convenient brochure.

Research projects aimed to observe differences in learning outcomes due to the use of different educational materials for the same subject showed often no differences. Also in Armitage's study of the effects of the problem-oriented versus more descriptive textbooks about the European Community (1988) didn't show differences. Conclusion: 'It is the teachers who are likely to be the most significant factor within the teaching proces. Although the quality of the material can be very decisive in terms of the teacher's choice of this as against another set, the stimulation of the student has to be done by the teacher' (Armitage, 1988, 88). This does not mean that the quality of educational materials is unimportant. Indeed they have key functions. Firstly to provide individual students with correct information, concepts, theories and to stimulate them to continue information acquiring. Secondly to relieve teachers of the task to collect basic information so that they have more time for didactic preparation of the lessons.

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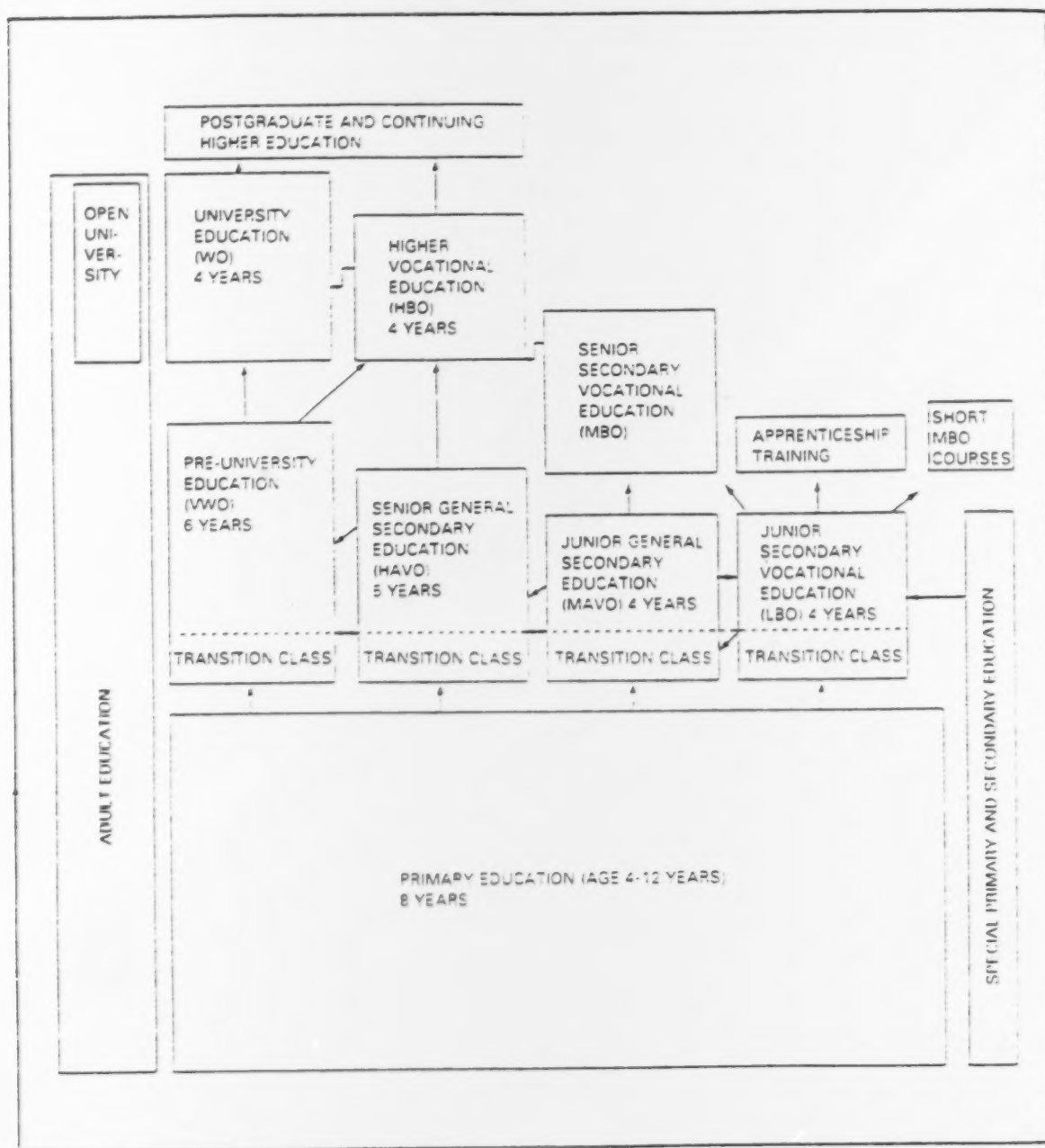
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APPENDIX: DIAGRAM OF THE DUTCH EDUCATION SYSTEM



APPENDIX: MATERIALS FOR EDUCATION ABOUT EUROPE IN THE NETHERLANDS

CONTENTS

- 0 Introduction
- 1 Textbooks for students
- 2 Informative and propaganda printed matter for students
- 3 Textbooks and other printed matter for students with
 accompanying teacher's manual
- 4 Books or manuals for teachers
- 5 Expositions
- 6 Slide series
- 7 Video tapes
- 8 Films
- 9 Posters
- 10 Wall charts
- 11 Simulation games
- 12 Computer software
- 13 Other
- 14 Adresses

0 INTRODUCTION

In this appendix is presented a concise overview of the material for education about Europe which is available in the Netherlands.

The information is extremely summary.

In the near future we will be putting together a publication in which supplementary data are provided for each of the materials listed. Evaluative remarks are also totally lacking in the present appendix.

The materials cited in this appendix contain information relating solely to Europe. Textbooks of a more general nature have not been considered here.

We welcome any comments you would like to make about this brochure.

1 TEXTBOOKS FOR STUDENTS

1.1 Primary school:

- . Europese Gemeenschap, een goed idee. Stichting Europa Onderwijs, Den Haag 1987.

1.2 Secondary school:

- . Minnee, P., Dagelijks Europa. Zwijssen, Tilburg, 1987. 124 pages.
- . Kramps, A., Europese technologische samenwerking. Stichting Burgerschapskunde, Leiden, 1987, 44 pages.
- . Portegijs, N., De Europese Gemeenschap; ideaal en werkelijkheid. Stichting burgerschapskunde, Leiden, 1984, 40 pages.
- . Onstenk, A., Vijf richtlijnen voor vrouwen. Stichting Burgerschapskunde, Leiden, 1988, 48 pages.
- . Europa in cijfers. Voorlichtingsbureau van de Europese Gemeenschappen, 1988, 62 pages.
- . Noël, E., De instellingen van de Europese Gemeenschap. Voorlichtingsbureau van de Europese Gemeenschappen, 1988. 51 pages. ISBN 92.825.8529.8
- . Minnee, P., Pikkemaat, H., Milieu in Europa. Het verhaal van de Rijn. Hogeschool Interstudie ROC, Nijmegen, 1987. 50 pages.
- . Dessel, E. van, De Europese Gemeenschap in vijftien onderwerpen. Stichting Europa Centrum, Den Haag, 1989, 84 pages.
- . Mares, J.W.E.M., (Red.), Het Europees landbouwbeleid. Stichting Europa Centrum, Den Haag, 1989, 71 pages.

2. INFORMATIVE AND PROPAGANDA PRINTED MATTER FOR STUDENTS

2.1 Primary school:

2.2 Secondary school:

- . Nederland en de Europese Gemeenschap. Ministerie van Buitenlandse Zaken, Den Haag, 1986.
- . Europa onze toekomst. Ministerie van Buitenlandse Zaken, Den Haag, 1987.
- . Euregio, een Europese regio. Euregio, Enschede, 19?.
- . De Europese Gemeenschappen. Voorlichtingsdienst van de Europese Gemeenschap.
- . Europa is er voor u. Voorlichtingdienst van de Europese Gemeenschap, 1987.
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- . De 25 Nederlanders in het Europees Parlement. Voorlichtingsdienst van het Europees Parlement, 19?.
- . Het Europese Parlement. Voorlichtingsdienst van het Europese Parlement, 1987.
- . Europeanen, ken uw rechten. Voorlichtingsdienst van de

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- . Europa 1992 Verandert ook uw wereld. Ministerie van Buitenlandse zaken. Den Haag, 1988.
- . Reizen in Europa. Commissie van de Europese Gemeenschappen, 1989

3. TEXTBOOKS AND OTHER PRINTED MATTER FOR STUDENTS WITH ACCOMPANYING TEACHER'S MANUAL

3.1 Primary school:

- . Lesmateriaal voor het basisonderwijs. Eems-Dollard-Regio, Wedde, 1988
- . Akkerman-Bergsma, K., Samen in Europa. CEVNO, Alkmaar, 1986. 33 pages.

3.2 Secondary school:

- . Karsten, D., De Europese Gemeenschap, wat heb ik eraan? ECN-serie nr 5. CEVNO, Alkmaar, 1987 ,11 pages.
- . Hooghoff, H., Zwaga, C.B., e.a., Calabria Mia, weggaan of blijven. CEVNO/SLO, Alkmaar, 1982, 1985.
- . Gunterman, B., (Red.), Het Europees Parlement. CEVNO, Alkmaar, 1987 , 80 pages.
- . Lesmateriaal voor het voorgezet onderwijs. Eems-Dollard-Regio, Wedde, 1988
- . Lesmateriaal voor de bovenbouw van het voortgezet onderwijs. Euregio, Enschede, 1988
- . Informatiedossier Europese integratie, CEVNO, Alkmaar, 1987 .
- . De geschiedenis van de Europese integratie. ECN-serie nr. 7. CEVNO, Alkmaar, 1988 .
- . Broek, P.van den, Peesters, M., (Red.), De Noordzee. Lesmateriaal voor het LBO/MAVO en de onderbouw van het HAVO/VWO. Aardrijkskunde actueel, nummer 1, 1987. Edu'actief, Meppel, 1987.

4. BOOKS OR MANUALS FOR TEACHERS

4.1 Primary school:

4.2 Secondary school:

- . Euregio Working Group, Eurogia, Geographical Bulletin, nr 3. European Standing Conference of Geography Teachers' Associations (ESCGTA), Utrecht, 1987.
- . Gunterman, B., Het Europees Parlement, een onderwijsmap. CEVNO, Alkmaar, 1983, 83 pages.
- . Mares, J. Europees landbouwbeleid. Stichting Europa Centrum, Den Haag.
- . Lievenbrück, B., et al (red.), Euregio, lesmateriaal voor de bovenbouw van het voorgezet onderwijs, geogra-

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- . Mloch, R., Europa; didactische handleiding. Stichting Burgerchapskunde, Leiden, 1984, 35 pages.
- . Akkerman, G., Het Europees Landbouwbeleid. CEVNO, Alkmaar, 1986, 50 pages.
- . Europese Almanak. Een wegwijzer in de EG. Commissie van de Europese Gemeenschap. Den Haag, 1987.

5. TRAVELLING EXPOSITIONS

5.1 Primary school:

5.2 Secondary school:

- . Expositie 'Europa is er voor ons'. CEVNO

6. SLIDE SERIES

6.1 Primary school:

6.2 Secondary school:

- . Het Europees Parlement. 20 slides. Voorlichtingsdienst van het Europees Parlement.

7. VIDEO TAPES

7.1 Primary school:

7.2 Secondary school:

- . Our Europe.
20 minuten.
1986.
Production: Skippon Video Associates for the European Parliament.
Voorlichtingsdienst van het Europees Parlement.
- . Europe, why?
23 minuten.
1986
Voorlichtingsbureau Commissie van de EG.
- . EEC Energy
1986

- Voorlichtingsbureau Commissie van de EG.
- . Milieudefensie. Een zaak van ons allen
1986
- Voorlichtingsbureau Commissie van de EG.
- . Een stem voor Europa
16 minutes
Voorlichtingsdienst Europees Parlement
- . Europa komt
Series of 10 cassettes
each: 2.5 hour
1989
- Feduco

8. FILMS (16mm)

8.1 Primary school:

8.2 Secondary school:

- . Democratie in Europa.
Voorlichtingsbureau Europese Commissie.
45 minutes.
1976.
RVD, Filmotheek (PS 193).
- . Een Parlement voor Europa.
Voorlichtingsbureau Europese Gemeenschappen.
20 minutes
1978.
RVD, Filmotheek (PS 197).
- . Europa, Europa, een parlement voor 10.
Europees Parlement.
26 minutes.
1982.
RVD, Filmotheek (PS 203).
- . Gelijke kansen in de EG
Voorlichtingsbureau Commissie van de EG

9. POSTERS

9.1 Primary school:

9.2 Secondary school:

- . 'Europese Richtlijnen voor de vrouw'.
Europese Beweging Nederland.
1988.
- . Beroepsstages voor jongeren in de EG, stagemogelijkheden daarbuiten en andere soorten van verblijf in het buitenland.
81 X 64 cm..
3 posters plus brochure
f4,25.

10. WALL CHARTS

- . 'Landbouw in de Europese Gemeenschap',
Commissie Europese Gemeenschap;
75 X 100;
f19,95.
CEVNO, Alkmaar,
1986.
- . 'Bossen in de Europese Gemeenschap',
Commissie Europese Gemeenschap;
75 X 100;
f19,95.
CEVNO, Alkmaar,
1986.
- . 'Eems-Dollard-Regio',
Eems-Dollard-Regio,
Wedde.
- . 'De Europese Gemeenschap: lidstaten, regio's en
administratieve eenheden',
Commissie Europese Gemeenschap;
75 X 100;
f19,95.
CEVNO, Alkmaar.
1986.

11. SIMULATION GAMES

11.1 Primary school:

11.2 Secondary school:

- . Vrede en veiligheid. Serie: Europese simulatie-spelen.
Spelleidersmap en Deelnemersmap.
Europese Beweging in Nederland.
- . Ontwikkelingssamenwerking. Serie: Europese simulatie-
spelen. Spelleidersmap en Deelnemersmap.
Europese Beweging in Nederland.

12. COMPUTER SOFTWARE

12.1 Primary school:

12.2 Secondary school:

APPENDIX: ADDRESSES

- . CEVNO, Centrum voor internationale vorming in het
Nederlandse onderwijs.
Nassauplein 8, 1815 GM Alkmaar
072 - 118502
- . Eems-Dollard-Regio
Huis te Wedde, Postbus 7, 9698 ZG Wedde
05976 - 2005
- . Euregio
Postbus 6008, 7503 GA Enschede
- . European Standing Conference of Geography Teachers'
Associations
Geografisch Instituut, Postbus 80115, 3508 TC Utrecht
030 - 531378
- . Europese Beweging in Nederland
Alexanderstraat 2, 2514 JL Den Haag
070 - 635952
- . EVOP, Europese Vereniging voor het Onderwijzend
Personeel
Kroonsingel 126, 6581 BP Malden
080 - 580011
- . FEDUCO, Federatie Educatieve Omroep
Insulindelaan 30, Postbus 555, 1200 AN Hilversum
Giro: 5722
035 - 778027
- . Interstudie, Bureau Nascholing
Postbus 30011, 6503 HN Nijmegen
080 - 459955, toestel 316
- . Ministerie van Buitenlandse Zaken
Bezuidenhoutseweg 67, Postbus 20061, 2500 EB Den Haag
070 - 486486
- . Ministerie van Onderwijs en Wetenschappen
Postbus 25000, 2700 LZ Zoetermeer
079 - 531911
- . Projekt Onderwijs over Europa: zie Rijksuniversiteit
Groningen.
- . Rijksuniversiteit Groningen, Vakgroep Sociologie,
Universitaire Lerarenopleiding Maatschappijleer,
Grote Markt 23, 9712 HR Groningen
050 - 636226
- . RVD, Rijksvoorlichtingsdienst, Filmotheek,
070 - 564000
- . SLO, Stichting voor de Leerplanontwikkeling
Postbus 2041, 7500 CA Enschede
053 - 840840
- . Stichting Burgerschapskunde, Nederlands centrum voor
politieke vorming
Postbus 349, 2300 AM Leiden
071 - 12 18 41
- . Stichting Europees Onderwijs
Alexanderstraat 2, Postbus 30402, 2500 GK Den Haag
070 - 602273
- . Stichting Europa Centrum
Alexanderstraat 2, 2514 JL Den Haag
070 - 602273

- . Voorlichtingsbureau van de Europese Gemeenschap
Korte Vijverberg 5, 2513 AB Den Haag
070 - 469326
- . Voorlichtingsbureau van het Europese Parlement
Korte Vijverberg 6, 2513 AB Den Haag
070 - 624941